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ABSTRACT

This document, one of more than 100 performance-based vocational teacher education modules, covers the following objectives as it prepares pre- and inservice teachers to secure training stations for their co-op programs: (1) after completing the required reading, critique the training station identification and assessment techniques used by a teacher coordinator in a given case study; and (2) after completing the required reading, answer the employer's questions in a given case script and convince her/him to provide a training station. After an introduction, the document contains an explanatory section on the organization of the module, required and optional learning activities, information sheets, student self-check evaluation forms that cover learning activities, model answers for the forms, and a form on which the teacher's performance on the module's terminal objective ("While serving as a teacher-coordinator in an actual teaching situation, secure training stations for your co-op program") is to be assessed. The information sheets cover identifying and evaluating prospective training stations and convincing an employer to provide a training station. (CML)

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Secure Training Stations for Your Co-op Program

Second Edition

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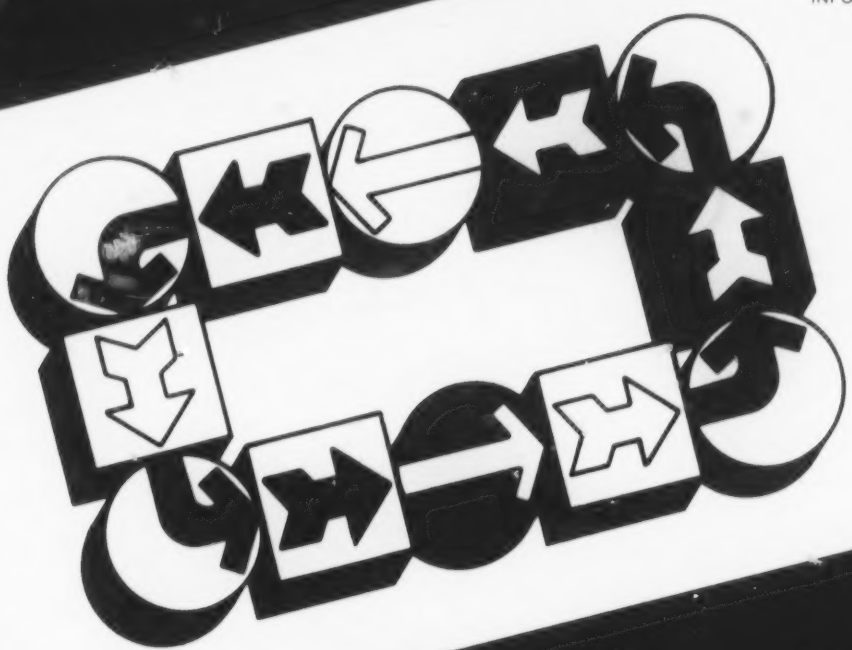

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FOREWORD

This module is one of a series of 127 performance-based teacher education (PBTE) learning packages focusing upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas.

Each module provides learning experiences that integrate theory and application; each culminates with criterion-referenced assessment of the teacher's (instructor's, trainer's) performance of the specified competency. The materials are designed for use by teachers-in-training working individually or in groups under the direction and with the assistance of teacher educators or others acting as resource persons. Resource persons should be skilled in the teacher competencies being developed and should be thoroughly oriented to PBTE concepts and procedures before using these materials.

The design of the materials provides considerable flexibility for planning and conducting performance-based training programs for preservice and inservice teachers, as well as business-industry-labor trainers, to meet a wide variety of individual needs and interests. The materials are intended for use by universities and colleges, state departments of education, postsecondary institutions, local education agencies, and others responsible for the professional development of vocational teachers and other occupational trainers.

The PBTE curriculum packages in Categories A – J are products of a sustained research and development effort by the National Center's Program for Professional Development for Vocational Education. Many individuals, institutions, and agencies participated with the National Center and have made contributions to the systematic development, testing, revision, and refinement of these very significant training materials. Calvin J. Cotrell directed the vocational teacher competency research study upon which these modules are based and also directed the curriculum development effort from 1971 – 1972. Curtis R. Finch provided leadership for the program from 1972 – 1974. Over 40 teacher educators provided input in development of initial versions of the modules; over 2,000 teachers and 300 resource persons in 20 universities, colleges, and postsecondary institutions used the materials and provided feedback to the National Center for revisions and refinement.

Early versions of the materials were developed by the National Center in cooperation with the vocational teacher education faculties at Oregon State University and at the University of Missouri-Columbia. Preliminary testing of the materials was conducted at Oregon State University, Temple University, and the University of Missouri-Columbia.

Following preliminary testing, major revision of all materials was performed by National Center staff, with the assistance of numerous consultants and visiting scholars from throughout the country.

Advanced testing of the materials was carried out with assistance of the vocational teacher educators and students of Central Washington State College; Colorado State University; Ferris State College, Michigan; Florida State University; Holland College, P.E.I., Canada; Oklahoma State University; Rutgers University, New Jersey; State University College at Buffalo, New York; Temple University, Pennsylvania; University of Arizona; University of Michigan-Flint; University of Minnesota-Twin Cities; University of Nebraska-Lincoln; University of Northern Colorado; University of Pittsburgh, Pennsylvania; University of Tennessee; University of Vermont; and Utah State University.

The first published edition of the modules found widespread use nationwide and in many other countries of the world. User feedback from such extensive use, as well as the passage of time, called for the updating of the content, resources, and illustrations of the original materials. Furthermore, three new categories (K-M) had been added to the series covering the areas of serving students with special/exceptional needs, improving students' basic and personal skills, and implementing competency-based education. This addition required the articulation of content among the original modules and those of the new categories.

Recognition is extended to the following individuals for their roles in the revision of the original materials: Lois G. Harrington, Catherine C. King-Fitch and Michael E. Wonacott, Program Associates, for revision of content and resources; Cheryl M. Lowry, Research Specialist, for illustration specifications; and Barbara Shea for artwork. Special recognition is extended to the staff at AAVIM for their invaluable contributions to the quality of the final printed products, particularly to Sylvia Conine for typesetting; to Marilyn MacMillan for module layout, design, and final artwork; and to George W. Smith, Jr. for supervision of the module production process.

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- Generating knowledge through research
- Developing educational programs and products
- Evaluating individual program needs and outcomes
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Direction is given by a representative from each of the states, provinces and territories. AAVIM also works closely with teacher organizations, government agencies and industry.

MODULE
J-4

Secure Training Stations for Your Co-op Program

Second Edition

Module J-4 of Category J—Coordination of Cooperative Education
PROFESSIONAL TEACHER EDUCATION MODULE SERIES

The National Center for Research in Vocational Education
The Ohio State University

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INTRODUCTION

Of prime importance to the success of a cooperative vocational education program are the location, assessment, and selection of training stations. The quality of the training stations participating in the co-op program affects the program's ability to meet its objectives and the needs of the student, the school or college, the community, and individual businesses.

Proper planning, organization, and presentation of information to prospective employers to gain their participation and cooperation constitute one of the most important facets of your coordination activities. Competence in these tasks will help you establish and maintain a high-quality co-op program.

This module is designed to give you skill in (1) identifying prospective training stations, (2) selecting training stations on the basis of criteria you have established, and (3) convincing employers at selected training stations to participate in the cooperative vocational education program.

ABOUT THIS MODULE

Objectives

Terminal Objective: While serving as a teacher-coordinator in an actual teaching situation, secure training stations for your co-op program. Your performance will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 29–30 (*Learning Experience III*).

Enabling Objectives:

1. After completing the required reading, critique the training station identification and assessment techniques used by a teacher-coordinator in a given case study (*Learning Experience I*).
2. After completing the required reading, answer the employer's questions in a given case script and convince her to provide a training station (*Learning Experience II*).

Prerequisites

To complete this module, you must have competency in establishing guidelines for operating a cooperative vocational education program. If you do not already have this competency, meet with your resource person to determine what method you will use to gain this skill. One option is to complete the information and practice activities in the following module:

- *Establish Guidelines for Your Cooperative Vocational Program*, Module J-1

Resources

A list of the outside resources that supplement those contained within the module follows. Check with your resource person (1) to determine the availability and the location of these resources, (2) to locate additional references in your occupational specialty, and (3) to get assistance in setting up activities with peers or observations of skilled teachers, if necessary. Your resource person may also be contacted if you have any difficulty with directions or in assessing your progress at any time.

Learning Experience I

Optional

Reference: A Guide for Cooperative Vocational Education. Minneapolis, MN: University of Minnesota, College of Education, Division of Vocational and Technical Education, 1969. ED 037 564

Reference: Mason, Ralph E., and Haines, Peter G. *Cooperative Occupational Education and Work Experience in the Curriculum.* Third Edition. Danville, IL: The Interstate Printers and Publishers, 1981.

Reference: Uthe, Elaine F.; Litchfield, Carolyn; and McElroy, Jack. *Kentucky Cooperative Vocational Education Coordinator's Handbook.* Lexington, KY: University of Kentucky, Department of Vocational Education, 1979.

Reference: Cooperative Vocational Education Guide for Coordinators and Administrators. Honolulu, HI: University of Hawaii, Community College System, 1978. ED 164 077

Reference: Mitchell, Eugene F. *Cooperative Vocational Education: Principles - Methods - Problems.* New Edition. Boston, MA: Allyn & Bacon, 1977.

Reference: Wanat, John A., and Snell, Margaret A. *Cooperative Vocational Education: A Successful Education Concept. How to Initiate, Conduct and Maintain a Quality Cooperative Vocational Education Program.* Springfield, IL: Charles C. Thomas, 1980.

A cooperative education coordinator's guide, produced in your own state, that you can review.

Learning Experience II

Required

A peer to role-play an employer whom you are convincing to provide a training station for a co-op program (required only if you select this alternate activity).

A tape recorder and tape to use in taping, reviewing, and self-evaluating the role-play situation (required only if you select this alternate activity).

Optional

Videotape: Richardson, Donald, and Beall, Charles, "Training Station Development," from the series, *Coordinating Techniques*, Colorado State Board for Community Colleges and Occupational Education, Colorado State University, Department of Vocational Education, Fort Collins, Colorado, 1976.

Videotape equipment to use in viewing the videotape on developing training stations.

A peer to role-play an employer whom you are convincing to provide a training station for a co-op program, and to evaluate your performance.

Videotape equipment to use in taping, viewing, and self-evaluating the role-play situation.

Learning Experience III

Required

An actual teaching situation in which, as part of your duties as a teacher-coordinator, you can secure training stations for your co-op program.

A resource person to assess your competency in securing training stations for your co-op program.

General Information

For information about the general organization of each performance-based teacher education (PBTE) module, general procedures for its use, and terminology that is common to all the modules, see About Using the National Center's PBTE Modules on the inside back cover. For more in-depth information on how to use the modules in teacher/trainer education programs, you may wish to refer to three related documents:

The *Student Guide to Using Performance-Based Teacher Education Materials* is designed to help orient preservice and inservice teachers and occupational trainers to PBTE in general and to the PBTE materials.

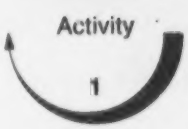
The *Resource Person Guide to Using Performance-Based Teacher Education Materials* can help prospective resource persons to guide and assist preservice and inservice teachers and occupational trainers in the development of professional teaching competencies through use of the PBTE modules. It also includes lists of all the module competencies, as well as a listing of the supplementary resources and the addresses where they can be obtained.

The *Guide to the Implementation of Performance-Based Teacher Education* is designed to help those who will administer the PBTE program. It contains answers to implementation questions, possible solutions to problems, and alternative courses of action.

Learning Experience I

OVERVIEW

After completing the required reading, critique the training station identification and assessment techniques used by a teacher-coordinator in a given case study.



You will be reading the information sheet, Identifying and Evaluating Prospective Training Stations, pp. 8–9.

You may wish to read related material in one or more of the following supplementary references: *A Guide for Cooperative Vocational Education;* Mason and Haines, *Cooperative Occupational Education and Work Experience in the Curriculum;* Uthe et al., *Kentucky Cooperative Vocational Education Coordinator's Handbook; Cooperative Vocational Education Guide for Coordinators and Administrators;* Mitchell, *Cooperative Vocational Education: Principles - Methods - Problems;* Wanat and Snell, *Cooperative Vocational Education: A Successful Education Concept;* and/or a guide to cooperative education produced in your own state.

You will be reading the Case Study, p. 11, and critiquing the performance of the teacher-coordinator described.

You will be evaluating your competency in critiquing the teacher-coordinator's performance in identifying and evaluating a training station by comparing your completed critique with Model Critique, p. 13.

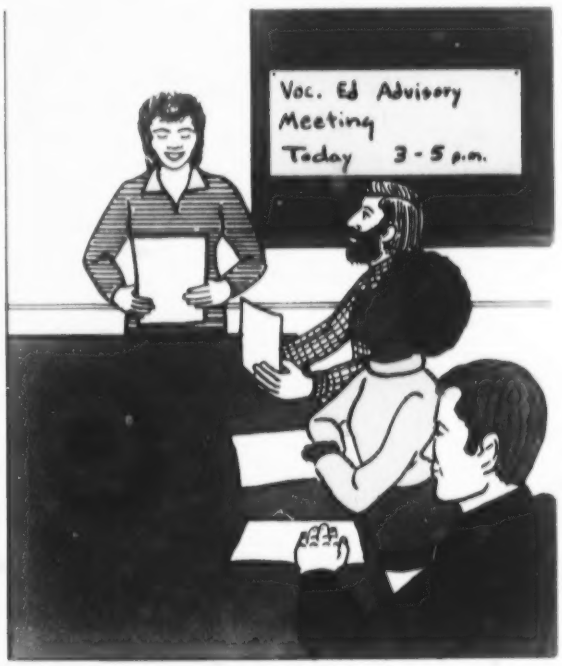
Activity 1

There are two initial tasks involved in securing training stations for your co-op program: (1) identifying potential sites and (2) evaluating how well these sites meet the criteria for an effective training station. For information concerning the sources you can tap to locate prospective training stations and the procedures for evaluating each prospective station, read the following information sheet.

IDENTIFYING AND EVALUATING PROSPECTIVE TRAINING STATIONS

As a teacher-coordinator, you will have the primary responsibility for locating prospective training stations. However, many individuals and organizations can help you with this task. School or college **administrators** can assist by introducing you to business leaders or by writing letters of introduction for you to use when contacting prospective employers.

Other assistance can be obtained from **associations**, such as civic, social, and service organizations; state bureau of employment services; and labor unions. In addition to suggesting possible businesses you may contact, members of these groups may be able to give you names of the employers, personnel directors, or other contact persons in certain businesses. Your chances of getting an interview with a representative of a prospective training station will be greatly enhanced if you can call the person by name and mention that an acquaintance of his or hers suggested that you call.



Another source is the **occupational advisory committee**.[1] Persons on these committees are usually members of the business community. They may themselves provide training stations (and they should be specifically encouraged to do so), or they might suggest others who may be able to do so and provide you with the names of contact persons in those businesses.

In addition, you should consult advisory committee members about the criteria for determining the suitability of prospective training stations. They should be given an opportunity to review any criteria you may have identified and to offer suggestions for additional criteria.

The major selection criteria should be centered around the following basic questions:

- What are the firm's present employment practices?
- What is the firm's reputation in the community?
- Does the firm presently have any ongoing training programs for its employees?
- Is the employer willing to cooperate with the school or college?
- What are the employer's views toward vocational-technical education?
- Is the employer willing to provide satisfactory hours and wages?
- Does the firm have the facilities and equipment necessary to provide the student with meaningful learning experiences?
- Is the on-the-job instructor qualified and willing to train co-op students?[2]

A prime source of information relative to prospective training stations is the data contained in a **community survey**. Before a vocational-technical program is begun, schools and colleges often conduct

1. To gain skill in working with an occupational advisory committee, you may wish to refer to Module A-5, *Maintain an Occupational Advisory Committee*.

2. The development of specific criteria for evaluating prospective training stations is covered in the prerequisite module, J-1, *Establish Guidelines for Your Cooperative Vocational Program*.

a community survey to determine whether there is a need for such a program and whether students would be interested in such a program. These surveys are also used to determine the labor force needs of the community.

Often, as part of the community survey, local employers are interviewed. During these interviews, employers are asked to provide such information as the following:

- Descriptions of the jobs available within the firm
- Whether they provide in-house training for employees
- Attitude and capability of supervisors who might provide in-house training
- Whether they have any trouble obtaining capable help
- Their annual employee turnover rate
- Level of training they require for entry-level jobs
- Adequacy of the available facilities and equipment
- Policies and provisions of the company relative to federal, state, and local safety laws and regulations
- Job openings they might have for vocational-technical graduates
- New or emerging labor trends they foresee
- Whether they would be able to provide on-the-job training for students

You should obtain any available community survey data from your administration and review it to identify employers who may be interested in participating in the co-op program. These employers may also be able to suggest other potential contacts.

Once you have compiled a list of prospective contacts, you can arrange an **interview** with each employer. During each interview, you can evaluate the suitability of the firm as a training station, using established criteria for evaluating training stations and on-the-job instructors.

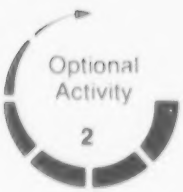
You may be asking yourself how you can measure all the qualities listed in the criteria (e.g., reputation, employment practices, and personal qualities of on-the-job instructor) in a single visit with the employer. You can't. If you have the criteria firmly fixed in your mind, however, you can note a good many things during your visit and ask specific questions that get at some of the other criteria.

You can and should **tour** the plant and/or office facilities to verify such things as working conditions, worker attitudes, and safety precautions. You should not simply accept an employer's or personnel director's word but should see for yourself what equipment, facilities, and conditions actually exist.

By the same token, you should not accept an employer's or personnel director's assurances that prospective on-the-job instructors are qualified to train co-op students. You should arrange through the employer to meet these individuals to determine their qualifications, abilities, and willingness to instruct your students.

Touring the facilities and interviewing employers and prospective instructors will provide you with important information about the firm. However, this information needs to be supplemented with other facts. Information about such things as the reputation of the business, loyalty of employees, and advancement opportunities will need to be determined from the **input of others**.

Therefore, you need the help of your advisory committee and other community contacts, such as civic, service, and professional organizations; the chamber of commerce; the state department of commerce, department of economic and community development, and/or industrial commission; and labor unions. If you develop good working relationships with these groups, their members can help you get a complete picture of the potential of any firm to provide a good training station.



For further information on techniques for identifying, evaluating, and securing training stations, you may wish to read sections dealing with these topics in one or more of the following supplementary references:

- *A Guide for Cooperative Vocational Education*
- Mason and Haines, *Cooperative Occupational Education and Work Experience in the Curriculum*
- Uthe et al., *Kentucky Cooperative Vocational Education Coordinator's Handbook*
- *Cooperative Vocational Education Guide for Coordinators and Administrators* (which focuses on postsecondary programs)
- Mitchell, *Cooperative Vocational Education: Principles - Methods - Problems*
- Wanat and Snell, *Cooperative Vocational Education: A Successful Education Concept*
- A guide to cooperative education produced by your own state department of education or a local university

Guides such as these present a variety of guidelines, criteria, and planning techniques that have proved successful in the respective cooperative programs.

The following case study describes how Mr. Sawyer, a teacher-coordinator, identified and assessed a prospective training station. Read the situation described, and then **explain in writing** (1) the strengths of his performance, (2) the weaknesses of his performance, and (3) how he should have treated his responsibilities.

CASE STUDY

Mr. Sawyer, a teacher-coordinator for a new cooperative vocational education program, was determined that he was going to do an excellent job. He called a meeting of his occupational advisory committee and outlined for them his program goals. He then asked them to generate a list of firms in the community that could or would serve as training stations.

From this meeting, he got a list of twelve possible firms. He called each firm and asked to speak with "the personnel director." He explained the purpose of his call and asked if an appointment could be set up with an appropriate person.

At six of the firms he called, he obtained appointments with the personnel director. At three firms, he was told that the personnel director would check around and call him back. At three firms, he was told that no job openings were available.

Mr. Sawyer went to his first appointment. He was charming and persuasive. He explained the program and asked a lot of good, well-directed questions. He found out the following information.

The firm has a low turnover rate. They attribute this to (1) good benefits, including group insurance, worker's compensation insurance, and profit sharing; (2) planned on-the-job training; and (3) opportunity for advancement in the firm. They are definitely interested in cooperative training because they would like to have a hand in training prospective employees for their firm. The personnel director is sure that the firm will be glad to appoint an on-the-job instructor and to help develop a training plan to be followed.

Mr. Sawyer was very satisfied with the personnel director's answers, and he signed the firm up to participate in the program.

NOTES

Compare your written critique of the teacher-coordinator's performance with the model critique given below. Your response need not exactly duplicate the model response; however, you should have covered the same **major** points.

MODEL CRITIQUE

Mr. Sawyer has successfully secured his first training station, which is undoubtedly quite satisfying. However, his performance was somewhat flawed, which may affect his future efforts, as well as the quality of the training stations he secures.

The advisory committee should have been more involved. Mr. Sawyer **told** them what **his** program goals were. He should have asked for their input regarding these goals. He did not mention that he had any criteria for determining the suitability of prospective training stations, nor did he solicit their suggestions about what criteria should be used. Further, he asked them to generate a list of firms without specifically requesting that the firms they represent be considered.

Mr. Sawyer consulted **only** the advisory committee. It should not have been his only source. He should have used other community sources and checked for the availability of a community survey.

In contacting the firms, Mr. Sawyer simply asked for the personnel director. He should have asked the advisory committee or some other source for the **name** of a good contact in each firm. If Mr. Sawyer had contacted a particular person, called the person by name, and mentioned that he/she had been suggested as a good prospect by someone whom he/she respects, Mr. Sawyer might have been able to get more interviews scheduled.

Mr. Sawyer was **premature** in his decision to sign up the firm. He lacked a good deal of information. The firm does look like it will probably be a good prospect, but he has not checked with his sources to determine what kind of reputation the firm has in the community.

He has only the personnel director's word concerning benefits, training, and advancement opportunities. These may exist on paper but not be true in practice. He does not seem to have **toured** the plant, so he does not know firsthand what equipment and facilities are available.

He does not have any **information** about what jobs his students would be hired to do. No mention was made of the hours or wages this firm would be willing to provide. Finally, he has not met any prospective on-the-job instructors, so he does not know their willingness to participate or their qualifications for serving in an instructor's capacity.

In short, if Mr. Sawyer wants his co-op program to succeed, he needs to supplement his enthusiasm, charm, and persuasive abilities with more thorough and systematic procedures for identifying and evaluating prospective training stations.

Level of Performance: Your written critique of the teacher-coordinator's performance should have covered the same **major** points as the model critique. If you missed some points or have questions about any additional points you made, review the material in the information sheet, Identifying and Evaluating Prospective Training Stations, pp. 8–9, or check with your resource person if necessary.

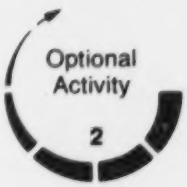
NOTES

Learning Experience II

OVERVIEW

After completing the required reading, answer the employer's questions in a given case script and convince her to provide a training station.

You will be reading the information sheet, Convincing an Employer to Provide a Training Station, p. 17.



You may wish to view the following videotape: "Training Station Development."

NOTE: The next item involves responding in writing to a case script. If you prefer, you may handle the activity as a role-play, using a peer to play the role of the employer and responding orally to his/her questions and remarks.

You will be reading the Case Script, pp. 18–20, and responding in writing to the questions and comments of the employer described.

You will be evaluating your competency in responding to the employer's questions by comparing your responses with the Model Responses, pp. 21–22.

You may wish to read the Role-Play Situation, p. 23, and, with a peer acting as the employer, to role-play a teacher-coordinator convincing an employer to provide a training station.

You may wish to evaluate your competency in convincing the employer to provide a training station, using the Role-Play Checklist, pp. 25–26. If desired, you could complete the checklist cooperatively with your peer.

Activity 1

You know the benefits and characteristics of co-op programs, and you have developed guidelines for your program. To be effective in securing training stations for your co-op program, you need to be able to use this information to convince employers at prospective training stations to participate in the program. For information on how to use your knowledge and your established guidelines in securing training stations, read the following information sheet.

CONVINCING AN EMPLOYER TO PROVIDE A TRAINING STATION

When you make your first contact with an employer, you begin the process of convincing. The old adage that first impressions are lasting impressions has much truth in it. When you make your initial evaluation visit to a prospective training station, you need to conduct yourself in a way that will begin to sell the program to the employer. However, since you are also evaluating the firm's potential as a training station, you need to be careful not to commit yourself too early. There are three basic steps in selling your program.[3]

The first step in convincing an employer to provide a training station is **establishing rapport**. In your quest for training stations, your ability to establish rapport with an employer in the initial conference will be a very important key to your eventual success. Start by greeting the employer by name and introducing yourself. Then, be courteous, communicate clearly, and be enthusiastic about the co-op program. Appeal to the employer's interests and then be a good listener. Be calm. Be natural. Be positive.

The second step is **explaining the program**, your role in it, the employer's role in it, and the student's role in it. You need to explain the benefits of the co-op program. You need to encourage employers to ask questions so that you can adequately explain the program to them in terms of their own situation and needs. The explanation needs to be clear, succinct, and straightforward.

The final step is **convincing an employer**, whose firm meets your criteria, to provide a training station. You must convince the employer that your program is important to the firm, to the community, and to the occupational area. Remember that this is a **conference**—don't monopolize the conversation or lecture the employer. Encourage the employer to ask questions and to suggest problem areas that may exist.

If an employer does have any objections or suggests a problem area, it is essential that you handle these areas honestly and fairly. Any questions of this nature should be answered in terms of the stated goals and objectives of the co-op program, as well as in terms of student career objectives. No matter how difficult some questions may be, it is important to make the employer ultimately aware of the contribution his or her firm can make to the field and to the community through participation in the co-op program.

It is also essential to have a **business card** with your name, the name of your school, and the address or phone number where you can be reached. In addition, a well-prepared, simple **brochure** that explains the program and the roles of the employer, the student, and the teacher-coordinator in this program can help convince the employer to participate. It shows that your program has been well thought out in advance.[4]

Another method of establishing the credibility and value of your program is to give employers at prospective stations the names of **existing stations**. They can then contact the participating employers and/or on-the-job instructors in these firms to determine how well the program is working for them.

3. The three-step approach is adapted from Fred Harrington, "Development of a Self-Instructional Package on Cooperative Education Coordination Skills" (unpublished doctoral dissertation, The Ohio State University, 1970).

4. To gain skill in preparing brochures, you may wish to refer to Module G-3, *Develop Brochures to Promote Your Vocational Program*.

You may wish to view the following videotape: "Training Station Development," from the series, *Coordinating Techniques*, by Richardson and Beall, Colorado State University. This videotape shows a teacher-coordinator calling at a prospective training station and attempting to convince an employer to provide a training station for the co-op program. It is helpful in illustrating effective techniques for establishing rapport, explaining the program, and persuading an employer to participate in the program.

NOTE: The next activity involves responding in writing to a case script. If you prefer, you may conduct the conference described as a role-play situation. Ask a peer to play the role of the employer while you play the role of the teacher-coordinator. If you conduct this role-play, audiotape the conference for self-evaluation purposes.

Assume that you are a new teacher-coordinator who has made an appointment with a prospective employer. You are now in the process of interviewing the employer, Ms. Tovah Bell, and explaining the nature of the cooperative vocational education program to her. Ms. Bell has recently started a successful medium-sized business in your community. She has never worked with a co-op program before and is not familiar with your program.

You have introduced yourself and already established some rapport with Ms. Bell by giving her your business card, a brochure about the co-op program, samples of the training agreement and training plan, and sample evaluation forms. You have also explained the goals and objectives of the program to her. Ms. Bell seems to be interested, and she now begins to ask you some questions.

As the teacher-coordinator, it is up to you to answer each of her questions and to further convince her to provide a training station for your co-op program. The following case script[5] presents Ms. Bell's questions. Read each question, and then respond **in writing** in the space provided.

CASE SCRIPT

Ms. Bell:

Well, from what you've told me so far, this program sounds like it might interest us very much. You've explained it pretty well, but I do have a few more questions I'd like to ask. First, if we go with a program of this type, could you explain to me, very specifically, what the role of the school would be. Would you be the person that would work with us?

Answer 1:

5. Adapted from *The Glen Oaks Simulation* (Columbus, OH: The Center for Vocational Education, The Ohio State University, 1974).

Ms. Bell:

What would really happen if we had a student who wasn't working out for us in a satisfactory manner—who had a poor attendance record or a bad attitude toward the work, for example? Would we treat him or her in a different fashion from the way we treat our own people? With our own people, maybe we'd want to counsel them or even wind up firing them. How would it work in your program?

Answer 2:

Ms. Bell:

I see. In other words, then, you would be helping us train these students and work with them, is that right? Are these students potential full-time employees for us, would you say?

Answer 3:

Ms. Bell:

Do we have any choice at all in the selection of the student who would come to work with us in this program?

Answer 4:

Ms. Bell:

Now, I have another kind of question for you, maybe just a little bit different. How do the students like this program? Do they have good attitudes toward the program and the work? And also, what percentage of them drop out?

Answer 5:

Ms. Bell:

Now, I've got another question for you and that is, very simply stated, what's in it for us? Forgetting about the social aspect of it and what we ought to be doing for the community, just tell me what's in it for us if we go with this program.

Answer 6:

Ms. Bell:

One more question here before we wind it up. How successful has this program really been? Are you looking for it to expand here in this area in the near future?

Answer 7:

Ms. Bell:

Well, I think you have presented a very reasonable case and, quite frankly, I'm very interested in your program. I would like to explore it during the course of this following week with some of my people here before I make a decision. However, I am sure they will be as enthusiastic as I am about it. I'd like to get back to you—say, a week from today—and we'll talk over more details at that point. If that's all, I do want to thank you very much for coming in and explaining the program and answering my questions.

Answer 8:

Ms. Bell:

Yes, that will be fine. See you then, and thanks again.

Compare your written or oral responses to Ms. Bell's questions with the model responses given below. Your responses need not exactly duplicate the model responses; however, you should have covered the same **major** points. As you review your responses, you should also be evaluating **how** they were stated (e.g., Were you courteous, undogmatic, enthusiastic? Were your responses simple and clear?).

MODEL RESPONSES

1. The role of the school would be to provide the student with both the general and specific education he/she needs to graduate. The specific education would be provided by the cooperative vocational education program. This ensures that the student will get the preparation and training needed to be successful in the world of work. Because I am qualified through my successful work experience in a business similar to yours, the school has hired me to be responsible for working with you and with other businesses that are or will be providing training stations.

2. In the event of this kind of problem, I would want you to call me immediately, and I would come out and work with the student on the problem. Also, I would want to sit down with the student, the on-the-job instructor, and you to provide counseling to resolve the problem. I would also be working with students in the related class to develop good attitudes and attendance records so that these problems would not arise in the first place. Of course, this would not prevent you or the on-the-job instructor from counseling or working with the student, also.

   In a situation in which the problem could not be resolved after everybody had given it a good effort, then I certainly would have to consider removing the student from the training station if it was absolutely necessary. As you can see, the only major difference between this approach and the way you deal with your own people would be my assistance in the matter.

3. Yes, that's right. I would be helping you to train students, and I would work with them myself, both in school and on the job. I hope that all the students you hire will do well enough that you would want to hire them as full-time employees. Since the students do have a career objective in **your kind of business** and are preparing for this kind of work **with you**, you can be better assured of training people who will want to stay with you. As you can see, there are many benefits to the community—and to your business and businesses like yours—if you participate in the co-op program.

4. Ms. Bell, I will send as many students as I have who have a career objective in your area and who also meet your selection requirements. This will usually give you an opportunity to interview at least two or three students, and quite possibly more than that.

5. The co-op program screens students before they are enrolled. This means that students who are enrolled have an interest in the program and have good attitudes about the program and what it does. I can tell you that the dropout percentage is virtually zero.

6. Aside from the social and public service aspects, the benefits to the community, and the good public relations that your participation gives you, your business can profit from employing co-op students. For example, as a participating employer, you can (1) train potential full-time employees in your own facility; (2) better ensure that the in-school instruction meets your employment needs, since you are more a part of the school program; (3) obtain better-qualified part-time employees, who are receptive to instruction, motivated, and interested; (4) get a more direct return on your school tax dollar; and (5) get training assistance.

7. Ms. Bell, I can assure you that business people like yourself have made our program very successful. I presently have 35 business establishments in and around the community who participate in our program. If you would like, I will give you the complete list of these businesses, as well as the names of the people to contact in each one of them, so that they can tell you about their successes with the program. As you can see, we are firmly committed to our community and count on expanding with additional successful businesses like yours.

8. Only one more thing, Ms. Bell. I do happen to have some more brochures with me so that you can give them to any of your people to keep. I would also be more than happy to talk with them if they have any questions about the program . . . alll you have to do is give me a call. I have my home and school phone numbers on my business card and on the brochure. By the way, if your calendar is clear a week from today at 4:00, could I stop by then?

Level of Performance: Your written or oral responses to Ms. Bell's questions should have covered the same **major** points as the model responses. If you missed some points or have questions about any additional points you made or about how well stated your responses were, review the material in the information sheet, Convincing an Employer to Provide a Training Station, p. 17, or check with your resource person if necessary.

You may wish to practice convincing an employer to provide a training station by participating in a role-play activity. If so, read the following role-play situation,[6] and then select a peer to play the role of the employer described. Review the situation with the peer, and complete the activity according to the guidelines given. You may wish to videotape the role-play for self-evaluation purposes.

ROLE-PLAY SITUATION

You are a new teacher-coordinator about to interview an employer, in hopes of establishing a training station. The school that has just hired you is starting cooperative education for the first time. The school is one of many in a city system. Only 50 percent of its graduates go on to further education.

The employer is the personnel manager of a large department store. He/she is unfamiliar with the cooperative education concept, but the store management is civic-minded, and they have frequently cooperated with the school in various ways. The employer considers this to be good public relations. One of the store's biggest problems is in hiring full-time employees who will stick with it and who really know their business. The employer wants to know how cooperative education can help. Although interested in anything that will help public relations, he/she has had quite a few problems with part-time student help hired in the past.

The setting is the employer's office. You had contacted him/her initially by phone, briefly described the program, and arranged this 15-minute interview. The employer explained during the phone conversation that the interview would have to be at this time as he/she was leaving for a vacation in Canada the following day.

The employer starts the interview off by greeting you. Your job is to **establish rapport**, **explain the program**, and **convince the employer to provide a training station**.

6. Adapted from Fred Harrington, "Development of a Self-Instructional Package on Cooperative Education Coordination Skills (unpublished doctoral dissertation, The Ohio State University, 1970).

After you have completed the role-play and reviewed the videotape (if the session was taped), you may wish to evaluate your performance, using the Role-Play Checklist, pp. 25–26. You might instead wish to complete the checklist cooperatively with the peer who played the role of the employer.

NOTES

ROLE-PLAY CHECKLIST

Directions: Place an X in the NO, PARTIAL, or FULL box to indicate that each of the following performance components was not accomplished, partially accomplished, or fully accomplished. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

Name _____

Date _____

Resource Person _____

	LEVEL OF PERFORMANCE			
	N/A	No	Partial	Full
Establishing Rapport				
1. You cordially greeted the employer (called him/her by name)	☐	☐	☐	☐
2. You properly introduced yourself (name and school or college)	☐	☐	☐	☐
3. You sought to establish interaction by appealing to the employer's interests	☐	☐	☐	☐
4. Your manner was free of distracting gestures (e.g., twisting your ring)	☐	☐	☐	☐
5. Your speech was free from hesitation (e.g., "um," "er," "ah")	☐	☐	☐	☐
6. You listened well (maintained eye contact and expressed comprehension and interest through facial reaction)	☐	☐	☐	☐
7. You were enthusiastic	☐	☐	☐	☐
8. Your attitude was positive	☐	☐	☐	☐
Explaining the Program				
9. You explained that the student's classroom experiences would be closely related to the training station experiences	☐	☐	☐	☐
10. You made it clear that the main objective of the training station is education	☐	☐	☐	☐
11. You explained the employer's training responsibilities	☐	☐	☐	☐
12. You presented your explanation in an understandable and logical manner	☐	☐	☐	☐
13. You used available time effectively (e.g., got to the main points, gave adequate answers)	☐	☐	☐	☐
14. When the employer asked you a series of questions at one time, you discussed each point	☐	☐	☐	☐
15. When the employer asked a long and involved question, you waited until she/he finished before responding	☐	☐	☐	☐
16. Your answers were limited to the information that was essential to the employer	☐	☐	☐	☐

SOURCE: Adapted from Fred Harrington, "Development of a Self-Instructional Package on Cooperative Education Coordination Skills" (unpublished doctoral dissertation, The Ohio State University, 1970).

Convincing the Employer	N/A	No	Partial	Full
17. You explained the benefits of the co-op program in terms of:				
a. the student	☐	☐	☐	☐
b. the employer/training station	☐	☐	☐	☐
c. the school or college	☐	☐	☐	☐
d. the community	☐	☐	☐	☐
e. the occupational area	☐	☐	☐	☐
f. organized labor	☐	☐	☐	☐
18. You reacted realistically when the employer posed a problem	☐	☐	☐	☐
19. Your answers were confident, yet not dogmatic	☐	☐	☐	☐
20. The employer agreed to provide a training station	☐	☐	☐	☐

Level of Performance: All items should receive FULL or N/A responses. If any item receives a NO or PARTIAL response, you may wish to discuss this with your peer, or you may check with your resource person if necessary.

Learning Experience III

FINAL EXPERIENCE

While serving as a teacher-coordinator in an **actual teaching situation,*** secure training stations for your co-op program.

As part of your duties as a teacher-coordinator, secure training stations for your co-op program. This will include—

- identifying prospective cooperating employers
- contacting and assessing several prospective training stations
- interviewing at least one prospective employer (or other contact person within a business) to convince him/her to provide a training station

NOTE: Due to the nature of this experience, you will need to have access to an actual teaching situation over an extended period of time (e.g., one to three weeks).

As you complete each of the above activities, document your actions (in writing, on tape, through a log) for assessment purposes.

Arrange to have your resource person review your completed forms and other documentation.

Your total competency will be assessed by your resource person, using the Teacher Performance Assessment Form, pp. 29–30.

Based upon the criteria specified in this assessment instrument, your resource person will determine whether you are competent in securing training stations for your co-op program.

* For a definition of "actual teaching situation," see the inside back cover.

NOTES

TEACHER PERFORMANCE ASSESSMENT FORM

Secure Training Stations for Your Co-op Program (J-4)

Name _____

Date _____

Resource Person _____

Directions: Indicate the level of the teacher's accomplishment by placing an X in the appropriate box under the LEVEL OF PERFORMANCE heading. If, because of special circumstances, a performance component was not applicable, or impossible to execute, place an X in the N/A box.

	LEVEL OF PERFORMANCE					
	N/A	None	Poor	Fair	Good	Excellent
1. The teacher identified an adequate number of prospective employers	☐	☐	☐	☐	☐	☐
2. In generating a list of prospective employers, the teacher used the following sources:						
a. community survey	☐	☐	☐	☐	☐	☐
b. advisory committee	☐	☐	☐	☐	☐	☐
c. civic, social, and service organizations; labor unions; state bureau of employment services; and other relevant associations	☐	☐	☐	☐	☐	☐
3. The teacher knew the name of each employer before contacting his/her place of business	☐	☐	☐	☐	☐	☐
4. In attempting to persuade each employer to offer his/her business as a training station, the teacher:						
a. established rapport	☐	☐	☐	☐	☐	☐
b. explained the program	☐	☐	☐	☐	☐	☐
c. explained the roles of the student, employer, and teacher-coordinator in the program	☐	☐	☐	☐	☐	☐
d. explained the benefits of participating in the program	☐	☐	☐	☐	☐	☐
5. The teacher toured the facilities to verify their adequacy	☐	☐	☐	☐	☐	☐
6. The teacher verified the abilities of the prospective on-the-job instructors	☐	☐	☐	☐	☐	☐
7. The teacher assessed the prospective training stations using established criteria	☐	☐	☐	☐	☐	☐
8. The businesses that the teacher identified as prospective training stations adequately meet established criteria	☐	☐	☐	☐	☐	☐
9. The teacher was successful in convincing the employers whose firms met established criteria to provide a training station	☐	☐	☐	☐	☐	☐

Level of Performance: All items must receive N/A, GOOD, or EXCELLENT responses. If any item receives a NONE, POOR, or FAIR response, the teacher and resource person should meet to determine what additional activities the teacher needs to complete in order to reach competency in the weak area(s).

NOTES

NOTES

ABOUT USING THE NATIONAL CENTER'S PBTE MODULES

Organization

Each module is designed to help you gain competency in a particular skill area considered important to teaching success. A module is made up of a series of learning experiences, some providing background information, some providing practice experiences, and others combining these two functions. Completing these experiences should **enable** you to achieve the **terminal** objective in the final learning experience. The final experience in each module always requires you to demonstrate the skill in an actual teaching situation when you are an intern, a student teacher, an inservice teacher, or occupational trainer.

Procedures

Modules are designed to allow you to individualize your teacher education program. You need to take only those modules covering skills that you do not already possess. Similarly, you need not complete any learning experience within a module if you already have the skill needed to complete it. Therefore, before taking any module, you should carefully review (1) the introduction, (2) the objectives listed on p. 4, (3) the overviews preceding each learning experience, and (4) the final experience. After comparing your present needs and competencies with the information you have read in these sections, you should be ready to make one of the following decisions:

- That you do not have the competencies indicated and should complete the entire module.
- That you are competent in one or more of the enabling objectives leading to the final learning experience and, thus, can omit those learning experiences.
- That you are already competent in this area and are ready to complete the final learning experience in order to "test out."
- That the module is inappropriate to your needs at this time.

When you are ready to complete the final learning experience **and** have access to an actual teaching situation, make the necessary arrangements with your resource person. If you do not complete the final experience successfully, meet with your resource person and arrange to (1) repeat the experience or (2) complete (or review) previous sections of the module or other related activities suggested by your resource person before attempting to repeat the final experience.

Options for recycling are also available in each of the learning experiences preceding the final experience. Any time you do not meet the minimum level of performance required to meet an objective, you and your resource person may meet to select activities to help you reach competency. This could involve (1) completing parts of the module previously skipped, (2) repeating activities, (3) reading supplementary resources or completing additional activities suggested by the resource person, (4) designing your own learning experience, or (5) completing some other activity suggested by you or your resource person.

Terminology

Actual Teaching Situation: A situation in which you are actually working with and responsible for teaching secondary or postsecondary vocational students or other occupational trainees. An intern, a student teacher, an inservice teacher, or other occupational trainer would be functioning in an actual teaching situation. If you do **not** have access to an actual teaching situation when you are taking the module, you can complete the module **up to** the final learning experience. You would then complete the final learning experience later (i.e., when you have access to an actual teaching situation).

Alternate Activity or Feedback: An item that may **substitute** for required items that, due to special circumstances, you are unable to complete.

Occupational Specialty: A specific area of preparation within a vocational service area (e.g., the service area Trade and Industrial Education includes occupational specialties such as automobile mechanics, welding, and electricity).

Optional Activity or Feedback: An item that is not required but that is designed to **supplement** and enrich the required items in a learning experience.

Resource Person: The person in charge of your educational program (e.g., the professor, instructor, administrator, instructional supervisor, cooperating/supervising/classroom teacher, or training supervisor who is guiding you in completing this module).

Student: The person who is receiving occupational instruction in a secondary, postsecondary, or other training program.

Vocational Service Area: A major vocational field: agricultural education, business and office education, marketing and distributive education, health occupations education, home economics education, industrial arts education, technical education, or trade and industrial education.

You or the Teacher/Instructor: The person who is completing the module.

Levels of Performance for Final Assessment

N/A: The criterion was not met because it was **not applicable** to the situation.

None: No attempt was made to meet the criterion, although it was relevant.

Poor: The teacher is unable to perform this skill or has only **very limited ability** to perform it.

Fair: The teacher is unable to perform this skill in an acceptable manner but has **some ability** to perform it.

Good: The teacher is able to perform this skill in an **effective** manner.

Excellent: The teacher is able to perform this skill in a **very effective** manner.

Titles of the National Center's Performance-Based Teacher Education Modules

Category A: Program Planning, Development, and Evaluation
- A-1 Prepare for a Community Survey
- A-2 Conduct a Community Survey
- A-3 Report the Findings of a Community Survey
- A-4 Organize an Occupational Advisory Committee
- A-5 Maintain an Occupational Advisory Committee
- A-6 Develop Program Goals and Objectives
- A-7 Conduct an Occupational Analysis
- A-8 Develop a Course of Study
- A-9 Develop Long-Range Program Plans
- A-10 Conduct a Student Follow-Up Study
- A-11 Evaluate Your Vocational Program

Category B: Instructional Planning
- B-1 Determine Needs and Interests of Students
- B-2 Develop Student Performance Objectives
- B-3 Develop a Unit of Instruction
- B-4 Develop a Lesson Plan
- B-5 Select Student Instructional Materials
- B-6 Prepare Teacher-Made Instructional Materials

Category C: Instructional Execution
- C-1 Direct Field Trips
- C-2 Conduct Group Discussions, Panel Discussions, and Symposiums
- C-3 Employ Brainstorming, Buzz Group, and Question Box Techniques
- C-4 Direct Students in Instructing Other Students
- C-5 Employ Simulation Techniques
- C-6 Guide Student Study
- C-7 Direct Student Laboratory Experience
- C-8 Direct Students in Applying Problem-Solving Techniques
- C-9 Employ the Project Method
- C-10 Introduce a Lesson
- C-11 Summarize a Lesson
- C-12 Employ Oral Questioning Techniques
- C-13 Employ Reinforcement Techniques
- C-14 Provide Instruction for Slower and More Capable Learners
- C-15 Present an Illustrated Talk
- C-16 Demonstrate a Manipulative Skill
- C-17 Demonstrate a Concept or Principle
- C-18 Individualize Instruction
- C-19 Employ the Team Teaching Approach
- C-20 Use Subject Matter Experts to Present Information
- C-21 Prepare Bulletin Boards and Exhibits
- C-22 Present Information with Models, Real Objects, and Flannel Boards
- C-23 Present Information with Overhead and Opaque Materials
- C-24 Present Information with Filmstrips and Slides
- C-25 Present Information with Films
- C-26 Present Information with Audio Recordings
- C-27 Present Information with Televised and Videotaped Materials
- C-28 Employ Programmed Instruction
- C-29 Present Information with the Chalkboard and Flip Chart

Category D: Instructional Evaluation
- D-1 Establish Student Performance Criteria
- D-2 Assess Student Performance: Knowledge
- D-3 Assess Student Performance: Attitudes
- D-4 Assess Student Performance: Skills
- D-5 Determine Student Grades
- D-6 Evaluate Your Instructional Effectiveness

Category E: Instructional Management
- E-1 Project Instructional Resource Needs
- E-2 Manage Your Budgeting and Reporting Responsibilities
- E-3 Arrange for Improvement of Your Vocational Facilities
- E-4 Maintain a Filing System
- E-5 Provide for Student Safety
- E-6 Provide for the First Aid Needs of Students
- E-7 Assist Students in Developing Self-Discipline
- E-8 Organize the Vocational Laboratory
- E-9 Manage the Vocational Laboratory
- E-10 Combat Problems of Student Chemical Use

Category F: Guidance
- F-1 Gather Student Data Using Formal Data-Collection Techniques
- F-2 Gather Student Data Through Personal Contacts
- F-3 Use Conferences to Help Meet Student Needs
- F-4 Provide Information on Educational and Career Opportunities
- F-5 Assist Students in Applying for Employment or Further Education

Category G: School-Community Relations
- G-1 Develop a School-Community Relations Plan for Your Vocational Program
- G-2 Give Presentations to Promote Your Vocational Program
- G-3 Develop Brochures to Promote Your Vocational Program
- G-4 Prepare Displays to Promote Your Vocational Program
- G-5 Prepare News Releases and Articles Concerning Your Vocational Program
- G-6 Arrange for Television and Radio Presentations Concerning Your Vocational Program
- G-7 Conduct an Open House
- G-8 Work with Members of the Community
- G-9 Work with State and Local Educators
- G-10 Obtain Feedback about Your Vocational Program

Category H: Vocational Student Organization
- H-1 Develop a Personal Philosophy Concerning Vocational Student Organizations
- H-2 Establish a Vocational Student Organization
- H-3 Prepare Vocational Student Organization Members for Leadership Roles
- H-4 Assist Vocational Student Organization Members in Developing and Financing a Yearly Program of Activities
- H-5 Supervise Activities of the Vocational Student Organization
- H-6 Guide Participation in Vocational Student Organization Contests

Category I: Professional Role and Development
- I-1 Keep Up-to-date Professionally
- I-2 Serve Your Teaching Profession
- I-3 Develop an Active Personal Philosophy of Education
- I-4 Serve the School and Community
- I-5 Obtain a Suitable Teaching Position
- I-6 Provide Laboratory Experiences for Prospective Teachers
- I-7 Plan the Student Teaching Experience
- I-8 Supervise Student Teachers

Category J: Coordination of Cooperative Education
- J-1 Establish Guidelines for Your Cooperative Vocational Program
- J-2 Manage the Attendance, Transfers, and Terminations of Co-op Students
- J-3 Enroll Students in Your Co-op Program
- J-4 Secure Training Stations for Your Co-op Program
- J-5 Place Co-op Students on the Job
- J-6 Develop the Training Ability of On-the-Job Instructors
- J-7 Coordinate On-the-Job Instruction
- J-8 Evaluate Co-op Students' On-the-Job Performance
- J-9 Prepare for Students' Related Instruction
- J-10 Supervise an Employer-Employee Appreciation Event

Category K: Implementing Competency-Based Education (CBE)
- K-1 Prepare Yourself for CBE
- K-2 Organize the Content for a CBE Program
- K-3 Organize Your Class and Lab to Install CBE
- K-4 Provide Instructional Materials for CBE
- K-5 Manage the Daily Routines of Your CBE Program
- K-6 Guide Your Students Through the CBE Program

Category L: Serving Students with Special/Exceptional Needs
- L-1 Prepare Yourself to Serve Exceptional Students
- L-2 Identify and Diagnose Exceptional Students
- L-3 Plan Instruction for Exceptional Students
- L-4 Provide Appropriate Instructional Materials for Exceptional Students
- L-5 Modify the Learning Environment for Exceptional Students
- L-6 Promote Peer Acceptance of Exceptional Students
- L-7 Use Instructional Techniques to Meet the Needs of Exceptional Students
- L-8 Improve Your Communication Skills
- L-9 Assess the Progress of Exceptional Students
- L-10 Counsel Exceptional Students with Personal-Social Problems
- L-11 Assist Exceptional Students in Developing Career Planning Skills
- L-12 Prepare Exceptional Students for Employability
- L-13 Promote Your Vocational Program with Exceptional Students

Category M: Assisting Students in Improving Their Basic Skills
- M-1 Assist Students in Achieving Basic Reading Skills
- M-2 Assist Students in Developing Technical Reading Skills
- M-3 Assist Students in Improving Their Writing Skills
- M-4 Assist Students in Improving Their Oral Communication Skills
- M-5 Assist Students in Improving Their Math Skills
- M-6 Assist Students in Improving Their Survival Skills

Category N: Teaching Adults
- N-1 Prepare to Work with Adult Learners
- N-2 Market an Adult Education Program
- N-3 Determine Individual Training Needs
- N-4 Plan Instruction for Adults
- N-5 Manage the Adult Instructional Process
- N-6 Evaluate the Performance of Adults

RELATED PUBLICATIONS

Student Guide to Using Performance-Based Teacher Education Materials
Resource Person Guide to Using Performance-Based Teacher Education Materials
Guide to the Implementation of Performance-Based Teacher Education
Performance-Based Teacher Education: The State of the Art, General Education and Vocational Education

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